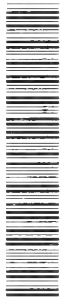


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III. 'OUTLIER' KLINGON LEXICONS: A LITIGATION

BURNZ' PRONOUNCING PRINT

PRICE, 25 CENTS.



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THE
STEP-BY-STEP PRIMER
IN
BURNZ' PRONOUNCING PRINT.

CORRECT PRONUNCIATION SHOWN WITHOUT NEW LETTERS
OR CHANGE OF SPELLING.

BY

ELIZA BOARDMAN BURNZ,

TEACHER OF THE PHONETICS OF THE ENGLISH LANGUAGE, AND PRINCIPAL
OF THE NEW YORK SCHOOL OF PHONOGRAPHY.

THE PRIMER OF THE
BURNZ' PRONOUNCING PRINT
IS A COMPLETELY NEW
METHOD OF TEACHING
THE PRONUNCIATION OF
THE ENGLISH LANGUAGE.

NEW YORK :

NEW YORK :
BURNZ & CO., 24 CLINTON PLACE.

1892.

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INTRODUCTION.

THE STEP-BY-STEP PRIMER is so arranged that a little child or a foreigner can learn to read from it easily, through analogy and by the use of reason. The pronunciation of each word is shown on the printed face without at all changing the common spelling.

Letters, of course, are arbitrary signs, but when their powers are once learned they should furnish the key to pronunciation. This we know they do not do in ordinary English books. One reason is because the twenty-six letters are not sufficient in number to denote the forty or more separate, elementary sounds which compose the words of the spoken language. Another reason is, that the twenty-six letters are not used with consistency. The vowel letters have from three to seven sounds each, and interchange those sounds, and both are often silent. Prof. Marteneau says: "Learning to read English is the most difficult of human attainments;" and it is undoubtedly so, if learning to spell is taken into account.

The unreasonableness of English orthography is conceded by every one. The loss of time which it occasions in school life is enormous. As compared with German, it takes three years for an English or American child to learn to read and spell as well as a German child does in one year; and this is solely on account of our outrageous orthography, which requires the pronunciation of each word to be learned separately, and from the teacher's oral dictation alone. Thus the budding reason of the child is checked; each mental feeler for analogy and truth is pinched off as soon as it puts forth; and blank stupidity appears in the reading or spelling class, instead of that eager brightness which one unvarying sound for each letter or digraph would beget.

The Step-by-Step Primer essays to do the best that can be done at present. It takes as a basis the Anglo-American alphabet of forty-two letters, or combinations of letters, each of which denotes an elementary

sound of the language. Every sound has a definite representation, and no letter or combination of letters, in the same position, denotes more than one sound.

Since the short vowel sounds occur much more frequently than the long, in English words, the letters which denote the short sounds are unmarked. *An unmarked vowel letter always denotes its short or "second" sound.* This plan reduces the number of marked letters to a minimum. The short sounds occur in the words first shown in the Primer—words that the child most frequently uses—therefore no markings are required at the beginning of study. The few necessary connecting words can be pronounced by the teacher or learned by the "word method" until the lesson which gives their sounds is reached.

When letters in a printed word are silent—that is, really useless—they are put in *hair line type*. If a letter is perversely used, its true sound is indicated by a *small type placed below*, and the pupil gives *its* sound instead of that of the more prominent letter; or, though rarely, the false letter is set in a different type, and the true letter or letters put in parentheses at the end of the word. Occasionally, the whole word is respelled, phonetically, and placed in parentheses.

The Step-by-Step Primer is designed to teach the child that *letters stand for spoken sounds*; and although he will find in his further progress that this usage is sadly perverted, it is the duty of the teacher to make, as far as possible, the *first steps* logical and certain, and, therefore, attractive. In the Step-by-Step Primer phonetic truth is presented to guide and encourage.

Instruction in reading should be begun by showing the object, or picture of the object, which is represented by the subject word. Converse about it. Mention the four ways in which a person can let another know what he or she is thinking of. First, by showing the object; second, by showing a picture of the object; third, by speaking the name of the object; fourth, by using marks, called letters, which stand for the sounds of the spoken word.

The *names* of letters should not be taught at first, only their *sounds*. Capital letters, points and stops, and the names of letters will be learned incidentally, by imitation and observation as well as by instruction, as progress in reading is made.

The exercise of spelling by sound should be begun in the kindergarten a year or more before the child is introduced to the use of letters. The pupil should there be taught that the words it uses in *speech* are not units of sound, but resolvable into elements, and practice should be had on these elements. The child should be instructed how to place the organs of speech in certain positions to produce certain sounds, and learn to apprehend the distinction between *voice* and *breath* sounds, and *open* and *touch* sounds. This will constitute a pleasing and instructive exercise, by which the organs of speech will gain mobility and the will power be trained to control them. Such vocal gymnastics are needed as a preparation for that clear articulation and exact pronunciation which are so desirable in speaking or reading.

The common spelling must be taught by *writing*. There is no other method at all satisfactory. The Step-by-Step method of teaching to read will not interfere with the written spelling lesson. The *script* of the Step-by-Step Primer has no marked or light-line letters, but presents the words unchanged in appearance from their present orthography. No better drill in ordinary spelling can be found than copying the lists of words given; for each list contains some special arrangement of letters, and the spelling of a word will be more easily remembered from the memory of its classification.

If, as in the teaching of foreigners, the time is too short to teach the common spelling, a script which is very easily read results from writing phonetically; that is, omitting the silent, light-lined letters, and, instead of the falsely sounding letters, writing the small printed letters underneath, which give the true sound. Such script will be far better than the guesswork spelling which the half-educated foreigner employs.

Explanations to assist those who may be unused to phonetic teaching are given at the end of the Primer. The Step-by-Step plan of teaching will be found plain and simple, so that the study of a few pages will unfold it completely; and this Primer can precede, or be used in conjunction with, any other Primer or Reader.

To the late Dr. Edwin Leigh, inventor of light-line type, and Mr. Henry M. Parkhurst, the present owner, I am indebted for the help afforded by that type in the production of PRONOUNCING PRINT.

ELIZA B. BURNZ.

ALPHABET OF SOUNDS.

On the Anglo-American plan of using each letter, or digraph, for the sound it most commonly represents in English.

PRIMARY LETTERS.	NEW NAMES.	REGULAR EQUIVALENTS.
1. ā— <i>able, tame.</i>		ai— <i>aim</i> ; ay— <i>may</i> .
2. a— <i>at, cap.</i>		
3. ä— <i>arm, father.</i>		ah— <i>ah!</i>
4. a— <i>all, falter.</i>		au— <i>august</i> ; aw— <i>saw</i> .
5. â— <i>air, bare.</i>		
6. b— <i>bat, tub.</i>		
7. d— <i>dust, mud.</i>		
8. ch— <i>chip, much.</i>	chee	
9. ē— <i>evil, me.</i>		ee— <i>cel, deep.</i>
10. e— <i>end, met.</i>		
11. f— <i>fog, stuff.</i>		ph— <i>physisic.</i>
12. g— <i>gun, bag.</i>	gee (g-hard)	
13. h— <i>home, hill.</i>		
14. ī— <i>idle, mind.</i>		
15. i— <i>in, sip.</i>		y-final— <i>pony, copy.</i>
16. j— <i>joke, judge.</i>		
17. k— <i>kite, kick.</i>		e— <i>cup, music</i> ; q— <i>quail, quit.</i>
18. l— <i>life, mill.</i>		
19. m— <i>mat, ram.</i>		

PRIMARY LETTERS.	NEW NAMES.	REGULAR EQUIVALENTS.
20. n—nut, ran.		
21. ng—long, singer.	ing	n before k or g; as in “pink, finger.”
22. ō—old, bony.		oh—oh!
23. o—on, sorry.		o is used for unaccented ō, as in “propose;” and for short a, as in “nor, cost.”
24. oo—ooze, tool.		
25. oi—oil, point.		oy—toy, boyish.
26. ou—out, count.		ow—now, owl
27. p—pan, peep.		
28. r—rip, cur.		
29. s—sit, gas.		
30. sh—shop, wish.	shee	
31. t—tap, fat.		
32. th—thin, pith.	ith	
33. th—then, with.	thee	
34. ū—use, duty.		ew—few, new.
35. u—us, cup.		
36. ū—put, full.		ŏo—good, foot.
37. v—van, ever.		
38. w—win, dwell.		
39. wh—what, when.	whee	
40. x—ax, extra.		x is used also for gz; as in “exact.”
41. y—yet, yonder.		
42. z—zone, buzz.		
43. zh—vision (vizhon).	zhee	

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 12. **m**—illustrated by MAC.
 13. **s** “ “ SAM, SAT.
 14. **p** “ “ CAP, MAP.
 15. **n** “ “ NAT, PAN.
 16. **f** “ “ FAN, FAT.
 17. **d** “ “ DAN, SAND.
 18. **h** “ “ HAT, HAND.
 19. **i**—as in PIN. **s** added to **p** and **t**.
 20. **e**—illustrated by HEN, TENT.
 21. **o** “ “ TOM, DOC.
 22. **l** “ “ LIP, LAMP.
 23. **g** “ “ DOG, PIG.
 24. **u** “ “ CUP, MUG.
 25. **ī—ī = ŷ**; always equivalent.
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 27. **z** “ “ ZIP, BOZ.
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D. D. L. EN
LA WYER
DALLAS, TEX.



LESSON 1.

c a t

C c c c c c c c

A a a a a a a a

T t t t t t t t

a—t a—t a—t a—t = at

c—at = cat c—a—t c-a—t = cat

a-cat a-cat a-cat

* the the the-cat the-cat

c t a c t c a t c

c t a c t c a t c

* Teach "the" as a word, without analyzing. See page 88.

LESSON 2.

M m m m m m m m

m a t

m—a—t m—a—t m-a-t=mat

a-mat the-mat a-cat the-cat

* mȳ mȳ mȳ cat mȳ mat

and and and

a-cat and a-mat

mȳ cat and the-mat

M—a—c M-a-c=Mac

Mac and the-cat

mȳ cat and Mac



* Teach "my, and," as words, without analyzing.

LESSON 3.

S s

s s s s

s s

S—a—m

S—a—m

S—a—m = Sam

s—a—t

s—a—t

s—a—t = sat

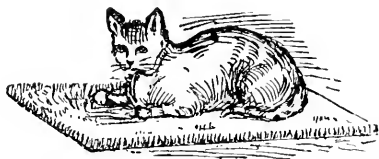
on on on

* the on m̄y the and m̄y

a-cat sat on a-mat.

m̄y cat sat on

the-mat.



Sam sat on the-mat.

Sam and the-cat sat on m̄y mat.

Mac and Sam sat on the-mat.

a c m s t a-cat a-mat

a c m s t a cat a mat

* Words to be called at sight, without analyzing at present.

LESSON 4.

P p p p p p p

c—a—p c—a—p c—a—p = cap
 m—a—p m—a—p m—a—p = map
 p—a—t p—a—t p—a—t = pat
 t—a—p t—a—p t—a—p = tap
 cap-s = caps map-s = maps tap-s = taps



a-cap the-cap the-caps
 cats and mats and maps

Pat the-cat. Mac pats
 my cat.

The-cat sat on Mac's
 cap.

Sam sat on my cap.

Sam taps the-map.



mat cap pat sat map

LESSON 3.

N n n n n n n n

p-a-n = pan m-a-n = man c-a-n = can
 t-a-n = tan n-a-p = nap N-a-t = Nat
 p-a-p = pap p-a-t-s = pats N-a-n = Nan

Nat and Nan

Nan and Nat
 the man, the cat
 and the-pan.
 the cat sat



on a-pan.

the man pats the-cat.

can the-cat pat the-man?

Nat and Nan can pat the-cat.

the man pats the cat.

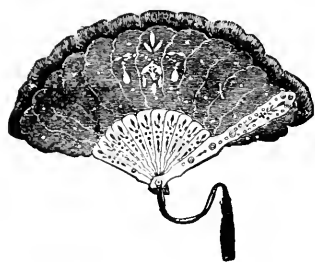
LESSON 6.

F f

f f f f

f f

f—a—n f-a-n = fan f—a—t f-a-t = fat



a-fan the-fan

m̄y fan

a-fat man

m̄y fat cat

the cat sat on m̄y fan.

a-fat man and a-fat cat.

the-fat man pats m̄y cat.

Nan can fan Sam.

Nat can fan Nan.

can Sam fan the-cat?

the cat sat on my fan

LESSON 7.

D d d d d d d d

s-a-d = sad s-a-p = sap m-a-d = mad
a-n-d = and s-and = sand D-a-n = Dan

a-cap and a-pan and a-fan.

Nan and Sam and Nat and the-cat.
the-fat man and my cat sat on
the-mat.

Dan sat on
the-sand.

Mac and Sam sat
on the-sand.

Nan and Nat sat on the-sand.

Dan and Sam and Mac and Nat and
Nan sat on the-sand.



LESSON 8.

H h

h h h h

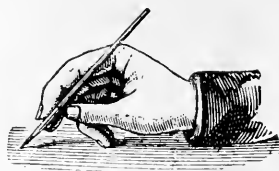
h h

h-a-t = hat

h-a-d = had

h-a-m = ham

h-a-n-d = hand



mȳ hat the-hat a-hand mȳ hand

the-man had a-hat and a-ham.

Dan had a-nap on the-sand.

Sam had mȳ fan and mȳ cap, and Dan
had Nat's hat.

at

ad

an

ap

am

s-at

s-ad

f-an

c-ap

S-am

h-at

f-ad

p-an

n-ap

h-am

m-at

h-ad

c-an

h-ap

d-am

N-at

d-ad

D-an

m-ap

and

p-at

m-ad

h-an-d

apt

act

LESSON 9.

I i

i i i i

i i

p-i-n = pin

t-i-n = tin

s-i-t = sit

h-i-d = hid

d-i-p = dip

d-i-d = did

s-i-p = sip

t-i-p = tip

n-i-p = nip

d-i-n = din

h-i-t = hit

h-i-p = hip

Dan had a-pin. Sam hid the-pin.

Sam hid it in the-tin can.

M̄y cat had a-nap. Mac hit m̄y cat.

Sam hit Mac, and Mac hit the-cat.

Mac hit the cat on the hip.

Did Sam hit Mac on the-hip?

M̄y cat can sit in Mac's hat.

map-s = maps

cap-s = caps

hat-s = hats

mat-s = mats

hit-s = hits

sit-s = sits

dip-s = dips

tip-s = tips

fit-s = fits

LESSON 10.

E e

e e e e

e e

e-t = et

e-n = en

p-et = pet

t-en = ten

s-et = set

h-en = hen

n-et = net

p-en = pen

m-et = met

m-en = men



f-e-d = fed

n-e-s-t = nest

t-e-n-t = tent

N-e-d = Ned

s-e-n-d = send

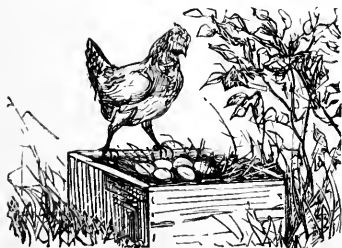
s-e-n-t = sent

Ten men met in a-tent.

The-men had a-nap in the-tent.

Ned and Nat had ten pet cats.

The-cats fed in a-pan.



Nan had a-pet hen,
and the-pet hen
had a-nest.

The-hen can sit on
the-nest.

LESSON 11.

O o

o o o o

o a

t-o-p = top	h-o-p = hop	s-o-p = sop
c-o-t = cot	h-o-t = hot	d-o-t = dot
n-o-d = nod	s-o-d = sod	p-o-d = pod
n-o-t = not	p-o-p = pop	T-o-m = Tom

s-p-i-n = spin	s-t-o-p = stop	Doc
s-l-o-p = slop	stop-s = stops	Dot
s-p-o-t = spot	spot-s = spots	Don

Tom had a top.
 Doc hit the top.
 Can Doc spin the top?
 Doc can not; Tom can
 spin it, and Doc
 can stop it.

The top can spin on my hand.



the top can spin fast

LESSON 12.

L l

l l l l

l l

l-a-d = lad

l-e-d = led

l-i-d = lid

l-a-p = lap

l-e-t = let

l-o-t = lot

l-i-p = lip

lip-s = lips

lot-s = lots

l-a-m-p = lamp

l-o-s-t = lost

l-e-n-d = lend

l-e-f-t = left



l-i-f-t = lift

l-i-s-p = lisp

H-a-l = Hal

A-l-f = Alf

Hal left the lamp on the step.

Let the lamp sit on the stand.

Dan lost Alf's pen and Nat's top.

Lend Alf a pen and a pin.

Can a lad lift the lid on the big pot?

The fat man can lift it.

M̄y pet cat sits on m̄y lap.

Nan and Dot hop in the lot.

LESSON 13.

G g

g g g g

y J

a-g = ag

e-g = eg

t-ag = tag

l-eg = leg

g-e-t = get

n-ag = nag

p-eg = peg

g-o-t = got

g-ag = gag

M-eg = Meg

g-a-s = gas

i-g = ig

o-g = og

p-ig = pig

d-og = dog

g-i-g = gig

d-ig = dig

l-og = log

g-a-p = gap

f-ig = fig

h-og = hog

g-e-t-s = gets

A pig in a pen.

Did the dog get at

the pig? The dog

did not get at the

pig. The pig got

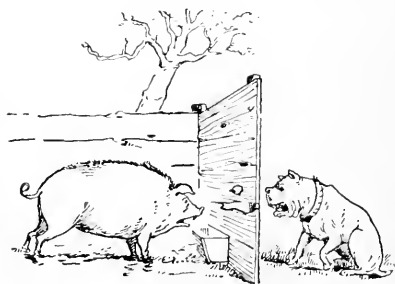
in the pen. The

dog sits on the sod.

Did the dog nod

at the pig? Can a pig

nod at a dog?



LESSON 14.

U u u u u u u u

u-s=us G-us=Gus u-p=up c-up=cup
 f-u-n=fun h-u-g=hug h-u-t=hut
 c-u-t=cut s-u-m=sum p-u-p=pup
 s-u-p=sup n-u-t=nut h-u-m=hum
 d-u-g=dug s-u-n=sun m-u-g=mug
 cup-s=cups cut-s=cuts nut-s=nuts
 m-u-s-t=must d-u-s-t=dust h-u-n-t=hunt



Ned had
a cup.

Sam hid
the cup.



Gus had
a mug.

Alf hid
the mug.

Let us hunt the mug and the cup.

Tom dug a pit in the sand.

Gus must not get in the pit.

Meg must not sit in the dust.

Let us sit on a log in the sun.

LESSON 15.

Ī ī ī = ŷ ŷ = Ī ŷ = Ī ē ē

Ī must sit in the hut.
If Ī sit in the sun Ī am
hot.



M̄ pet dog sits on m̄
lap, and Ī hug him.

M̄ pug sat on m̄ lap in the hut.
A fat man had a nap in the hut, and
the dog had a nap on the sand.

Ī had a mug. Ī lost m̄ mug.
It got lost in the pig-pen.

M̄ mug had a nut and a top in it.
A pig got the nut, and Alf had the
top, and Hal hid the mug in the
sand. Hal must get m̄ mug.

I had a nap in the hut.

LESSON 16.

B b

b b b b

b 

b-a-t = bat

b-i-t = bit

b-i-g = big

b-i-d = bid

b-a-d = bad

b-a-g = bag

b-u-t = but

b-e-g = beg

b-e-d = bed

t-u-b = tub

n-a-b = nab

b-o-g = bog

b-u-n = bun

b-u-g = bug

b-u-d = bud

B-e-n = Ben

B-o-b = Bob

M-a-b = Mab

b-e-l-t = belt

b-e-s-t = best

b-e-n-d = bend



A bad bug bit mȳ hand.

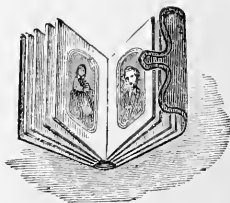
Let us nab the bug bȳ
the leg. Bob must not

hit the bug, but let it flȳ in the sun.

Did the bug get on mȳ
hat? It did not; it got
on a bud. Flȳ, bug, flȳ.

Ȫ can pin a bud on mȳ belt.

Mab had an al-bum in a bag.



LESSON 17.

Z z

z z z z

z z

Z-i-p = Zip B-o-z = Boz f-l-ȳ = flȳ

* a-s_z = az h-as_z = haz i-s_z = iz h-is_z = hiz

ZIP and BOZ.

Zip is mȳ dog, and
 Boz is mȳ big,
 fat cat.



Zip is not as fat as Boz.

Boz and Zip sit on a mat in the sun.
 Ben sits bȳ Boz and Zip, and Ben
 has a flȳ on his hand.

Ben taps the flȳ, and it is not on
 his hand.

Zip snaps at the flȳ. Did Zip get it?
 Zip did not get the flȳ, but Boz got it.
 Boz bit Zip on the lip and the leg.

* The small letter below shows the sound which the larger letter represents in the word.

LESSON 18.

Light-line letters have no sound.

e-gg = eg

t-e-ll = tel

t-i-ll = til

f-u-s3 = fus

l-e-s3 = les

b-u-ȳ = bȳ

m-i-s3 = mis

t-o-s3 = tos

l-a-s3 = las

N-e-ll = Nel

m-e-s3 = mes

h-i-s3 = his

m-u-s3 = mus

b-u-zz = buz

d-o-ll = dol

d-ea-f = def

h-ea-d = hed

d-e-bt = det

hand-le litt-le patt-ed fitt-ed Ell-en

Ann is the best lass in the class.

A flȳ can buzz, buzz, on the glass.

Ell-en must not get in a fuss.

Belle has a doll; it can nod its head.

Misa Hill can buȳ mȳ doll a hat.

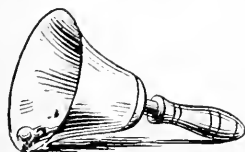
Nat's little lamb is dead. The bad dog,

Snip, bit it on the head.

Has the hand-bell a han-

dle? It has a handle,

and it is a brass bell.



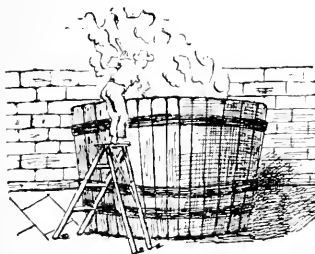
LESSON 19.

V v v v v u u u v v

v-a-t = vat v-a-n = van p-u-t = put
p-u-ll = pul f-u-ll = ful p-u-s = pus

A VAT

is a
big tub.



BOB is
on the
steps.

The vat is ful; hot stuff is in it.
Bob can get up on the top by the
steps, and mind the hot stuff.
I must not put my cap in the vat.
If I did I could not get it.
I must put my cap on a peg.
The peg is by the hat-stand.
My puss has a bed by the stand.

LESSON 20.

f = v

of = ov

o = u

to = tu

Alf bit the tip of mȳ pen.

Hall has bent the end of the pin.

Let the lad have a bit of mȳ bun.

Ī must beg Hall to give Fan a doll.

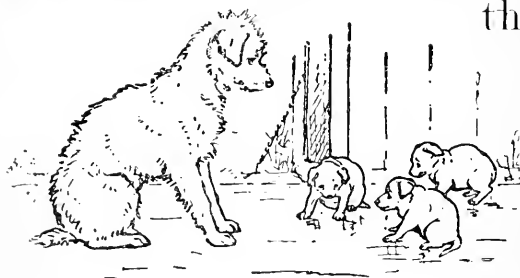
Let us not pull the bud off its stem.

Ī have to put mȳ puss to bed.

Give Bill the tin cup and fill it full
of sand. Put in sand up to the top.

Mȳ dog has a lot of pups. Ī must get
the dog to let

Gus have a
pup; for Gus
has cut his
leg, and can-
not stand.



to of off doll have puss

LESSON 21.

R r

r r r r

r r

r-a-t = rat

r-a-n = ran

r-o-t = rot

r-a-p = rap

r-e-d = red

t-r-o-t = trot

r-a-g = rag

r-u-b = rub

f-r-o-m = from

r-u-g = rug

r-o-b = rob

F-r-e-d = Fred

A RAT!

a big rat!



A RAT

on a rug.

A rat is on the best rug. It ran by
the side of the red mat.

The rat is not as big as the cat,
but it got a nut from my bag.

I try to get rid of the rats.

Puss! Puss! Run for the rat.

Run, rat, run; run fast from the cat.

* or for nor fur cur her were

LESSON 22.

J j

j j j j

j j

j-u-g = jug

j-a-m = jam

j-u-s-t = just

j-i-g = jig

j-o-b = job

j-u-m-p = jump

j-o-g = jog

J-i-m = Jim

J-o-h-n = Jon



Jim Camp has a jug in his hand. His dog runs up to him.

The dog runs just as fast as Jim can run.

The dog jumps up by Jim's side.

Ben Hunt rides on his dog; but it is a big, *big* dog. John Bell has a dog, but it is a pug dog.

Fred Gibbs has a cur. A cur is a kind of dog. Cur-r-r; cur-r-r.

Fred and his dog have lots of fun.

LESSON 23.

W w w w w w w w

w-i-t=wit	w-i-ll=wil	w-i-n-d=wind
w-i-g=wig	w-e-ll=wel	w-e-n-t=went
w-e-t=wet	w-e-b=web	w-o-u-ld=wud
w-a-g=wag	w-e-r-e=wer	wag-on=wagon

John and Will went to set up a tent.
The lad_z went in a wag-on.

A man in the tent had on a wig.
A wag got the wig and hid it in
John's_z wag-on. A wag is a lad_z
that is_z fond of fun.

John's_z dog had a bed in the wag-on.
Did not the dog jump at the wag?
The dog did jump at the wag, but
the wag did not mind the dog.

will web wind west wagon

LESSON 24.

Th th

th th th

th

th

th-a-t=that

th-i-s=this

th-e-n=then

th-u-s=thus

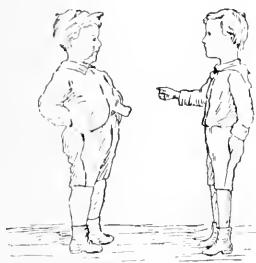
th-e-m=them

w-i-th=with

th

th-i-n=thin

p-i-th=pith

th

That and this,

this and that;

Ned is _zthin,but Tom is _zfat.Tom and Ned went to
get a bag of nuts,

and Mab and Gus went with them.

Did the lads _zhave fun with the nuts?

Ned and Tom had lots of fun, but

Gus and Mab got in-to a bog.

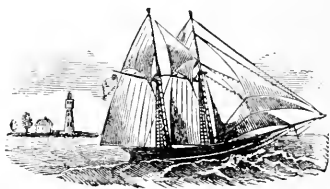
Then a man sent for his _zdog, and the
man went with his _zdog in-to the
bog for Mab and Gus.

LESSON 23.

Sh sh sh sh sh sh *sh* *sh*

sh-i-p=ship	sh-o-t=shot	sh-a-d=shad
sh-i-n=shin	sh-o-p=shop	sh-a-l=shal
d-i-sh=dish	f-i-sh=fish	w-i-sh=wish
d-a-sh=dash	l-a-sh=lash	g-a-sh=gash
h-a-sh=hash	b-u-sh=bush	sh-o-v=shuv
h-u-sh=hush	bush-el	shov-el

That ship went to
get some fish; it
went five miles
from the land.




M̄y dog Dash went in the ship. The
men got a lot of cod-fish. A shad
is a fish. Put the shad on a dish.

Ben cut a gash in m̄y cap. I wish
Meg would mend it.


Rob got a lash on his_z shin. Hush!
 let us not tell the lad_z of it.
 Let us push mȳ wagon up to the shed,
 and hunt for the shov-el and put a
 bush-el of dry sand in the wagon.

LESSON 26.

K k k=c c=k k=lc k 

k-i-d=kid	m-i-l-k=milk	k-i-ll=kil
k-e-g=keg	s-i-l-k=silk	k-i-t=kit
k-i-n=kin	s-u-l-k=sulk	kitt-en
l-ī-k=līk	p-ī-k=pīk	M-ī-ke=Mīk



Mīk can put the kid in the
 shed, and then give the kid
 and the kitt-en some milk.
 The kitt-en will lap the milk.
 Do_us a kid lap milk a_z a kitten do_us?
 A dog laps milk līk a cat or a kitten.
 Set this keg up on its rīght end. 

LESSON 27.

Ē ē ē ē ē e e e

bē shē sēat lēaf fēar tēar
 hē tēa bēat rēad nēar lēad
 wē sēa hēat lēan hēar bēad
 mē kēy mēat hēap dēar mēan

Is Ben in the hut? Hē is in the hut. Meg is in the hut as well. Shē went in for her dēar littl_ə puss. But shē is cross, and I fēar shē will hurt the kitten.

Meg, give mē the puss; bē not cross; wē should not bē cross. Hēar mē rēad:

“Wē must not bēat the cat or the dog; wē should bē kind to the pets.”

Ben will not bēat hi_z pup; hē will bē kind to him and give him mēat.

LESSON 28.

Ā ā

ā ā ā

a a a

āte	lāte	cāne	sāfe	bābe
ālē	tālē	cāse	tāke	gāte
āpe	lāne	cāke	lāke	rāke
cāpē	pālē	sāme	fāde	gāme
tāmē	fādē	mādē	lāme	bāke
cāmē	Jāne	Kāte	māte	nāmē



Kāte has the bābe in a wag-on. Shē will tāke it to rīde by the lāke. The bābe is sāfe with Kāte.

Jāne met Kāte at the gāte. Shē gave the bābe a cāke and a bun. The bābe āte the bun, but did not ēat the cāke.

The nāmē of the bābe is Sā-di.
Sā-di is fond of Kāte and Jāne.

LESSON 29.

Ō ō ō ō oh = ō o o o

sō	gō	nō	wō	Jō	tōe	hōe	fōe
bōne	dōzē	rōpē	wōke	tōre			
hōle	rōzē	hōpē	hōme	sōre			
pōle	nōzē	rōdē	mōre	wōre			
bōlt	cōlt	ōld	tōld	cōld			
pōst	sōld	hōld	mōst	tōrn			
gōld	wōrn	bōat	rōll	cōat			

Ī can smell that rōzē though
 Ī have a cōld. If Ī did not
 have a nōzē, Ī cōuld not.



Ī have a sōre tōe; Ī cut it on the
 hōe. Oh! it hurts mē sō.

Mȳ cōat is ōld; Ī wōre it till Ī tōre
 it. Ī have wōrn it un-til it is ful of
 hōlēz and can-not bē mend-ed.

Let us gō hōme. Hōld on tō mȳ hand.

LESSON 30.

Y y y=i i=y y=i y y

lād-y lāz-y ver-y Tōb-y Sal-y
 bāb-y pōn-y ug-ly Tōn-y Jerr-y
 carr-y ferr-y merf-y Harr-y shagg-y

Tōby has a pōny; his nāme is Don.
 Hē can trot fast. Hē is a shaggy pōny,
 and Tōby says hē is ug-ly; but hē is
 kind and lets us ride him to the ferry.

Harry and Jerry can carry some milk
 to the kid and kitten in the shed.

yes=yes yet=yet yam=yam yēar=yēr

Will Tōny have a yam? Yes. Is this
 pō-tā-tō a yam? Yes; that is its nāme.

Sally is lāzy; shē will not hōld the
 bāby. The bāby is not yet a yēar ōld.

LESSON 31.

ī ī ī ī ī=ȳ ȳ ȳ

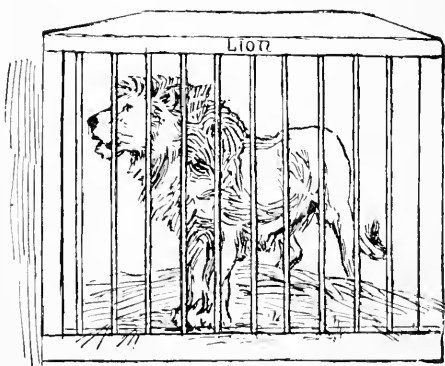
J

pīe	līe	bȳ	trȳ	drȳ	flȳ
dīe	tīe	mȳ	frȳ	skȳ	crȳ
rīde	līne	fīne	bīte	fīnd	
sīde	nīne	pīle	wīde	rīnd	
hīde	vīne	dīme	shīne	bīnd	
mīle	tīme	mīne	lī-on	mīnd	

That is the big
red lī-on; hear
him rōar. Let us
gō and hīde from
the lī-on, sō that
hē will not bīte us.

He will not bīte
us, for hē can-not
get nēar to us, thōugh hē can rōar.

ī had nīne pins in mȳ hand, but ī have
lost fīve. ī must trȳ to fīnd them.



LESSON 32.

Oo oo oo oo oo oo oo oo

b oo t=boot c oo l=cool p oo r=poor
 m oo n=moon s oo n=soon c oo p=coop
 r oo m=room f oo d=food r oo t=root
 t oo th=tooth b a l loo n=bal-oon
 b r oo m=broom r a cc oo n=rac-oon



The dog's food is in the coop.

The bāby's milk will soon bē cool.

That poor man has an ōld broom. Hē
 wil clēan the path for us for a dīme.

A ball-oon! a ball-oon! It gōes up,
 up, up; it can gō very hīgh, up in the
 skȳ. Bȳ-and-bȳ it will come back.

Harr-y Hunt has a pet rac-oon. A
 rac-oon is the sīze of a cur dog. Men
 hunt the rac-oon bȳ the līght of the
 moon with dogs and guns.

LESSON 33.

Ū ū ū ū ū u u u

ā ē ī ō ū oo

ūse dūe pūre cūre cūte mūle
 use fūme mūte cūbe tūbe dū-ty

Ī want to ūse that nīce gōld pen.

Mȳ son, you should not fūme and fret
 sō: you have nō ūse for a pen yet.

Let us gō and try to cūre the ōld mūle.

ew = ū

ew = ū

ew = ū

n ew = nū f ew = fū p ew = pū ch ew
 h ew = hū m ew = mū d ew = dū s t ew

Mȳ hat is new. Ī have a few nuts.

The dew is on the grass; wē must not
 run in the dew or wē shall get wet.

To hew is to cut. Jō can hew a log.

LESSON 34.

ē ee = ē ee = ē ee = ē ee

b ee = bē	f ee t = fēt	f ee d	f ee l
s ee = sē	h ee l = hēl	b ee r	b ee f
f ee = fē	s ee n = sēn	p ee p	s ee d
L ee = Lē	k ee p = kēp	d ee p	w ee p
t r ee	w ee d = wēd	s ee m	g ee sē
f r ee	b ee n = bin	n ee d	t ee th

Ī see a bee ; it i_z on the apple tree.

Can it see mē ? Will it bīte ?



The bee can see you, but it will not heed you if you keep still. It will soon flȳ off.

Ann Lee has_z beē to feed the geese. Shē say_z the red hen has_z a nest in the weeds. The nest has_z seven egg_z in it.

Wē will tākē a peep at it bȳ-and-bȳ, and trȳ to fīnd some goose egg_z.

LESSON 33.

Ch ch

ch ch ch

ch *ch*

ch-a-p = chap

ch-a-t = chat

ch i p

ch-o-p = chop

ch-i-n = chin

ch u m

s-u-ch = such

m-u-ch = much

r i ch



That chap can chop well.
 The chips flȳ aȝ hē chops.
 A chip hit mē on the chin.

That lad is mȳ chum.
 His nāme is Chan.
 Wē chat aȝ wē gō to
 school to-ge-th-er.

Chan is such a kīnd
 lad. Hē has much to do, for his moth-er
 is not rich, and hē has to work aȝ well aȝ
 gō to school. Chan says it is not mon-ey
 that is the best rich-es, but wis-dom and
 love. His moth-er tōld him that.

LESSON 36.

ay ay = ā ay = ā ay = ā *ay*

s ay = sā	l ay = lā	w ay = wā	s t ay
d ay = dā	r ay = rā	a w ay = awā	c l ay
p ay = pā	h ay = hā	p l ay = plā	d r ay
m ay = mā	g ay = gā	Tr ay = Trā	g r ay

May wē stay at hōme to-day and play?

Yes, wē may, for this is Sat-ur-day.

Then let us get a lot of clay and make mud pies and bake them in a fire.

Nō, let us get dog Tray, and a-way wē will go to help the men rake hay.

Yes, wē will; that is real fun, and wē can ride home on top of the wag-on.

May Tray ride on the wag-on too?

I do not know, but he will ask to ride; just see his eyes shine as he hears me say he may go with us to the hay-field.

LESSON 37.

ai	ai = ā	ai = ā	ai = ā	ai
ail = āl	aid = ād	sail	fail	
tail = tāl	laid = lād	pail	jail	
bait = bāt	rail = rāl	paid	vain	
pain = pān	rain = rān	nail	maid	
gain = gān	hail = hāl	mail	main	

May wē take a sail on the bay? Nō, for Ī fear it will rain very soon. You may take a pail and gō to the end of the lāne and get some bait for us to fish with. Fish bīte best on a rainy day.

This fish is a shad. It has fins and is very bō-ny.



Shad live nēar the big, wīd sēa.

Do you know if the mail has come in to-day? Nō, but Ī will hail the pōst-man and ask him if it has come.

Try to hit that nail on its head.

LESSON 38.

ng

ng

ng

ng

ng

ng

b a ng=bang

r i ng=ring

s i ng=sing

h a ng=hang

r a ng=rang

s a ng=sang

w i ng=wing

r u ng=rung

s o ng=song

g o ng=gong

l o ng=long

th i ng=thing



“Ding-dong; ding-dong.” Is that a gong? Nō, it is a bell; it rings for us to gō in-to school. It hangs very high up, and it has to be pulled by a long and strong rōpe.

Sing mē a song, but not a long one.
 “Ding-dong bell; the cat’s in the well.
 Who put her in? Little Johnny Finn.”
 Did you learn that tūne from Mā-bel?
 Yes, I heard her sing it last nīght.
 Tell mē the rest of the song.

LESSON 39.

ñ = ng

ñ = ng

ñ = ng

i ñ k=iñk	ba ñ k=bañk	thi ñ k=thiñk
wi ñ k=wiñk	ha ñ k=hañk	th a ñ k=thañk
si ñ k=siñk	ta ñ k=tañk	ch u ñ k=chuñk

Mā-mie, can you wiñk your riht eýe?

Yes, Ī thiñk Ī can. Oh, but that is
your left eýe; try to wiñk the riht. Ī
can wiñk bōth eýes; _{wu}one at a tīme.

Ī thiñk it will soon bē dinn-er tīme,
Willie; plēase ring the bell for the man
at the tañk to come and get ready, and
then hōld this hañk of thread for mē to
wind. Ī have mādē a cherry piē for you.

Oh, thañk you, Mā-mie; af-ter dinn-er
Ī will fill your iñk-stand; it is nēar-ly dry.
Ī will wash it clēan at the siñk.

LESSON 40.

Oi oi oi = oy oy = oi oi oy

oil = oil boil = boil toy joy join
toil = toil coin = coin boy Roy joint



See this boy. His name is Roy. He seems full of joy. He has a coin. It is a dime. Will Roy buy toys with his dime? I think he will buy cakes or can-dy.

Roy makes a great noise. Most boys like to make much noise. Roy has a fine voice.

LESSON 41.

Ou ou ou = ow ow = ou ou ow

out loud cow now fowl flour
pout found row how plow house
our round bow sow town mouse
sour sound vow owl down Brown

Jeff Brown is_z gō-ing out of_v the house for a can of_v oil and a bag of_v flour. Hē must not pout, nor should hē shout very loud in the street, or stop to play.

Jeff stops; hē sees some-thing on the ground; it is_z round and red; it is_z a cent. How glad hē is_z; now hē can buy_v an apple to give to his_z little sis-ter Dot.

List-en to Dot's cat. Does_z it say, "Mew, mew"? I think it says_z, "Mi-ow, mi-ow."

lōw bōw slōw snōw crōw bōwl
sōw shōw blōw grōw thrōw blōwn

See the snōw, and hēar the wind blōw, and list-en to the cock crōw as_z the hens_z gō up the tree to roost.



Gō slōw-ly and spēak in a lōw tōne till you get out-sīde of_v the school-house. Now, boys_z and girls_z, you may shout.

LESSON 42.

ōō = ū

· ōō = ū

ōō = ū

f ōō t = fūt

r ōō k = rŭk

h ōō d = hŭd

l ōō k = lŭk

n ōō k = nŭk

sh ōō k = shŭk

t ōō k = tŭk

b ōō k = bŭk

b r ōō k = brŭk

c ōō k = cŭk

h ōō k = hŭk

c r ōō k = crŭk

g ōō d = gŭd

w ōō d = wŭd

croōk-ed

See mŷ new bōōk. It is a gōōd bōōk.
 Ī let Bet-sy the cōōk lōōk at it.



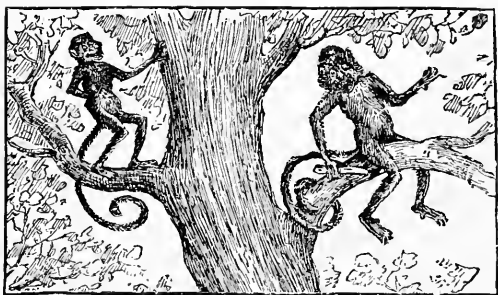
Chan has hurt his fōōt on a
 croōk-ed stick; sō let us gō
 and sit in this shādy nōōk bŷ
 the broōk, and lōōk at the
 rōōks as they flŷ to the
 church steeplo and a-līght up-on it.

Yes-ter-day Roll-in Ray tōōk a croōk
 and shoōk it at the rōōks, and the rōōks
 flew off crŷ-ing, "kee-ee, kee-ee."

LESSON 43.

sick	lock	tick	pick	Jack	tick-et
kick	luck	rock	tack	Dick	rack-et
back	peck	sack	duck	stick	pock-et
pack	neck	sock	wick	knock	buck-et

Don-ald and Jack went to the shōw. They had two tick-ets and took sēats in frōnt to see a tāmē mōñ-key play with sticks and dance a jig on a tīght rōpe.



The mōñ-keys in this tree äre wīld. The ōld mōñ-key has found a knīfe that some man left in the wōod. Hē will bē apt to hurt him-self with it, for a mōñ-key does not knōw how to ūse a knīfe. Mōñ-keys can swing bȳ the tail.

LESSON 44.

Ä ä ä ä ä ah = ä Ä ä

äre*	fär	lärk	härk	därk
ärt	cär	pärk	bärk	yärd
ärm	bär	pärt	härđ	märk-et
ärch	stär	cärt	härm	fäth-er



Is that a cärt? Nō, it is a wag-on. M̄y fäth-er is gō-ing to märk-et. Fäth-er, may I gō with you?—Yes, Chär-ley, get ready.—Oh, thañk you, fäth-er.

Now wē ärē hōmē a-gain, and it is nēar-ly dārķ. The stärs ärē com-ing out in the sk̄y. They ärē fär, fär a-way from us. Wē dō not see the stärs in the day-tīme.

Härk! I hēar a lärk. Ah, I see it now. The dog in the yärd bärks at it.

* Sound "r" after "ä"; tongue drawn back and pointed upward.

LESSON 45.

ä = ä sounded short.

ä sk	lä st	p ä th	ä nt	Ī d ä
t ä sk	c ä st	p ä ss	ä unt	Ell ä
f ä st	v ä st	cl ä ss	c ä n't	Ann ä
p ä st	m ä st	gr ä ss	ī d ē ä	Emm ä

Mämmä, may Ellä and Ī run down the gār-den pāth to meet äunt Īdä? Wē will not gō on the gräss. Ī see äunt cōm-ing pāst the läst elm tree. Yes, gō, Emmä, and help carry her bäs-ket; it seems heavy, and äunty must bē tīred.

Ī see Ann Ray; shē is a-fraid to cōme in-to the yārd. Shē hēars the dog bärk. Run fäst, and äsk her to cōme pāst the dog. Hē will not bīte; hē is chained.

It is a rē-al tās-k to mākē Trip stop his noise; hē likes to bärk sō much.

LESSON 46.

au aw

au=aw

aw=au

au au

haul=haul
maul=maul

daub
Maud

Saul
fault

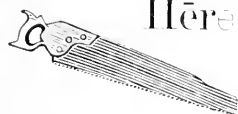
taught
caught

saw=saw
paw=paw

law=law
raw=raw

jaw=jaw
haw=haw

caw
daw



Hēre is a saw; now wē boys can
saw sticks in two with it.

Saul went with the wag-on
to haul some wōd. Hē found a nest full
of duck's eggs and a haw tree. Hē gāve
three eggs and a lot of haws to Maud.

Maud had a boil on her jaw. It gāve
her much pain; but shē is free from
pain now. Saul was sorry for Maud.

A haw is like a very little red apple.

please give me a little apple.

LESSON 47.

Ä ä ä = au = aw au = aw = ä

ä-l = al b-ä-l = bal t-ä-l = tal

f-ä-l = fal h-ä-l = hal c-ä-l = cal

w-ä-l = wal s-ä-l-t = salt h-ä-l-t = halt

m-ä-l-t = malt s-m-ä-l = smal c-ä-lled

The salt has been all tak-en a-way.

Have you seen my ball a-bout the hall?

Boys, fall in-to line. Let us all step in time. Right, left; right, left. That is not bad. Now try it over. Right, left; right, left. Now it is time to call a halt.

I want a small sprig of lī-lac from that bush; May is tall, and shē can get it for mē. It is too hīgh for mē to rēach, but May can rēach to the top of the wall. Will you get it for mē, May? Please do. Thank you. That is a nice sprig.

LESSON 48.

ô = a, but sounded somewhat shorter.

ô-r = ôr	g-ô-nə = gôn	c-ô-s-t = côst
f-ô-r = fôr	m-ô-th = môth	f-ô-r-k = fôrk
n-ô-r = nôr	s-ô-f-t = sôft	h-ô-r-n = hôrn

lôst bôrn hôrsə shôrt ôught
 môrn nôrth frôth frôst fôught
 fôrm brôth clôth stôrm brôught

Last New Yēar's môrn I heard a hôrn.
 Did you? Yes, not on-ly ^wone, but I
 heard two ôr three hôrn_z. It was a
 stôrm-y day. There_a was frôst on the
 trees_z and on the win-dôw pānēs_z.

The f_urst day of Jan-ū-a-ry is_z shôrt;
 it is_z then that the new yēar comēs_z in.

Ned lôst John's_z ball, and hē can-not
 find it. Hē lôst it on the nôrth sīde of
 the bārn. Wē went to lōok for it, and
 some_u mud flew on m_y cōat sleeve.

LESSON 49.

Â â

â â â

Á á

fâ re	bâ re	sn â re	teâ r	fâi r
r â re	d â re	ch âi r	w eâ r	h âi r
c â re	p â re	Cl â re	th e _u re = thâr	

See, mÿ feet äre bâre. Ī like to gō
bâre-foōt in the summ-er; do not you,
couz-in Annâ?

Oh, Eddy, Ī am too ōld to gō bâre-foōt.
Take câre lest you stub your tōe.

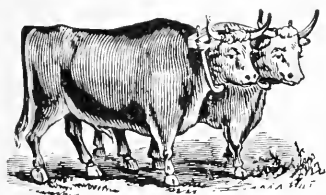
Clâre has a pâir of new boots. Her
fâth-er had them mādē for her in town.
Shē has a rock-ing châir, too, that her
moth-er gâve her the day shē waz fōur
yēars ōld. Ī waz there at the tîme.

Well, Annâ, Ī am glad Clâre has new
boots to weâr and a rock-ing châir. Mÿ
pâpâ and māmă give mē sō many nice
things, and Clâre ōught to have some too.

LESSON 30.

X x x=ks x x=ks x x

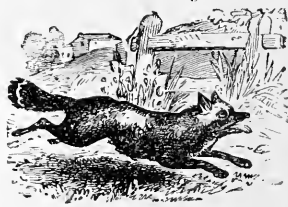
s i x=six b o x=box t a x R e x=Rex
f o x=fox w a x=wax v e x o x ox-en



An ox is very strong.
Ox-en pull heavy loads,
and sō are of ūse to men.

Mȳ couz-in Rex can
drīve ox-en, and haul wōod and hay.

A fox can run fāst-er
than an ox. Fox-es are
of nō ūse; they are not
bigg-er than a dog, and
catch ducks and geese.



Chārles, do not vex Lē-nā. It is not
rīght to vex a little child and māke it
cry. Give Lē-nā the six nuts, and put
them in her box. Then shē will not cry.

LESSON 51.

Wh wh wh wh *wh wh*

wh_ȳ wh_iz wh_īle wh_{ee}l wh_āle
 wh_ip wh_at wh_īte wh_ack wh_īne
 wh_en wh_im wh_ich wh_ere = wh_âr

“Smack went the whip,
 round went the wheels,
 As w_e set off for town.

A wheel cāme off, the whip wāz lôst,
 The pōny tum-blēd down.”

Pray stop and tell mē wher_e you lôst
 the whip. Wāz it b_y a hous_e; and on
 which sīd_e of the lān_e?

Wh_y, I dōn't knōw; for I got a whack
 on the head, and lôst m_y sens-_es for
 a-whīle, and when I cāme t_o, I did not
 thi_nk of the whip. The whīte pōny cut
 h_is kn_ees bad-ly, for which I am sorry;
 but it is nō ūs_e t_o whīn_e over mis-haps.

LESSON 52.

Final *ce* = *s*. Used after a long vowel.

$f\bar{a}-c_e = f\bar{a}s$	$r\bar{i}-c_e = r\bar{i}s$	$d\bar{i}-c_e = d\bar{i}s$
$n\bar{i}-c_e = n\bar{i}s$	$l\bar{a}-c_e = l\bar{a}s$	$m\bar{i}-c_e = m\bar{i}s$
$p\bar{a}-c_e = p\bar{a}s$	$r\bar{a}-c_e = r\bar{a}s$	$m\bar{a}-c_e = m\bar{a}s$
$p\bar{r}i_c = p\bar{r}i_s$	$p\bar{i}e_c = p\bar{e}s$	$b\bar{r}a_c = b\bar{r}a_s$
$p\bar{l}a_c = p\bar{l}a_s$	$n\bar{i}e_c = n\bar{e}s$	$G\bar{r}a_c = G\bar{r}a_s$

Wash your *fāce* *clēan*, and then *wē* will have a *race* to the school-house.

Let us find a good *plāce* to study and do some sums. How much will a *brāce* of ducks *cōst*, at ten cents for *one* duck?

What is a *brāce*? A *brāce* means *two*. Then the *prīce* will *bē* *twen-ty* cents.

Grāce, tell the *prīce* of a *piēce* of *lāce* at six cents a *yārd*. How can *I* tell, unless you say how many *yārdz* there *äre*? There *äre* *fīve* *yārdz*. What is the *cōst*?

LESSON 33.

Dotted g. $\dot{g} = j$ $\dot{g} = j$

$\bar{a} \dot{g}e = \bar{a}j$ $r \bar{a} \dot{g}e = r\bar{a}j$ $e \bar{a} \dot{g}e = e\bar{a}j$ $l \bar{a} r \dot{g}e$
 $s \bar{a} \dot{g}e = s\bar{a}j$ $p \bar{a} \dot{g}e = p\bar{a}j$ $h \bar{u} \dot{g}e = h\bar{u}j$ $b \bar{a} r \dot{g}e$
 $b a \dot{d}ge = baj$ $l e \dot{d}ge = lej$ $l o \dot{d}ge$
 $h e \dot{d}ge = hej$ $j u \dot{d}ge = juj$ $d o \dot{d}ge$
 $w e \dot{d}ge = wej$ $M a \dot{d}ge = Maj$ $H o \dot{d}ge$

Mad $\dot{g}e$ is nīne yēars ōld. Shē has a bīrd-cā $\dot{g}e$. Hod $\dot{g}e$ found a young bīrd in the hed $\dot{g}e$ and brōught it to Mad $\dot{g}e$.

Last nīght they went on the stā $\dot{g}e$ at a meet-ing and spōkē some vers-es, and the jud $\dot{g}e$ gāve ēach of them a bal $\dot{g}e$ māde of ribb-on and a lār $\dot{g}e$ bōok of pō-em $\dot{g}e$.

Mad $\dot{g}e$ read sev-en pā \dot{g} -es in her bōok whīle Hod $\dot{g}e$ wās māk-ing a woōd-en wed $\dot{g}e$ to hōld the bīrd-cā $\dot{g}e$ up strāight.

NOTE.—“ $\dot{g}e$ ” is used for “ j ” after a long vowel ; “ dge ,” after a short.

LESSON 54.

ft	nt	nd	rt	rn	rl	st
li ft	le nd	tu rn	tô st	sh ĭ rt		
si ft	la nd	bä rn	ru st	ch ur ch		
gi ft	rī nd	bu rn	du st	ch urn		
se nt	wi nd	fu rl	we st	ch est		
be nt	pä rt	hu rl	de nt	th e ft		
re nt	hu rt	gi rl	e ū re	ch ä rt		

This ring was a gift from Lē-on. I mend-ed the rent in his gloves for him.

A burn is apt to hurt; sō dōn't play with fire. Many child-ren have diēd from ver-y bad burns. Keep away from fire.

I have māde a dent in the blāde of my knīfe. I want it now to peel the rīnd from this lem-on. When I have dōne I must wīpe it drȳ, or it will soon bē rusty.

do not play with fire.

LESSON 55.

lt	ld	lb	lf	lk	lp	lm
----	----	----	----	----	----	----

belt	felt	melt	kilt	hilt
held	weld	bold	cold	sold
bulb	self	silk	milk	sulk
pulp	gulp	help	bolt	shelf
helm	film	mild	child	scalp

Ī have had a long walk to-day. Sam Dā-vis found a child that had lost its way. It could not tell where it lived; sō Sam brought it to his fāth-er's house and gāve it a cup of milk and a bis-cuit.

Then wē felt that wē must try to get the child hōme; sō Ī went with Sam to look for its moth-er.

It was Mrs. (misis) Smith's little girl, nāmed Vē-rā. Mrs. Smith was very glad to have Vē-rā back sāfe and sound. Shē gāve each of us a bunch of rōs-es.

LESSON 56.

pl

bl

fl

sl

cl

gl

plat

slip

clap

bleed

plate

plan

sled

clog

plant

slide

bled

slim

clam

plank

glide

flat

slam

clash

flank

glass

flap

glad

clock

click

fling



See the flag flap in the wind.

I am glad to clap my hands at it and shout, "hur-rä!"

The boys are go-ing to march to-day. Dā-vid Ross is to carry the flag, while I beat my drum, and Tō-ny Hall blōws on his tin hōrn. It is good fun to march and keep step to the mū-sic.

Bet-sy, while I am at play, you can take my sled and have a ride on it; but take care you do not slip off.

LESSON 57.

br cr dr fr gr pr tr

br a n	fr ee	tr ee	br u sh	pr ī de
br a g	fr o m	tr i m	pr ous	br ī ng
cr a g	fr o g	tr u st	gr ee n	fr e sh
dr i p	gr i p	tr ā de	cr u sh	gr ow l

Thēse men gō out in the sēa to catch fish to sell in the mārket. They catch them in a net and bring them to the land. I think they will bring the net to the bēach un-der the crag.

Do you see the crag? It is a hīgh, steep rock. The men's bōat is on the bēach, nēar the fōot of the crag.

The fish āre alīve; they try to spring from the net. It is hārd work to drag a net full of fish to the shōre.



LESSON 58.

mp

mp

mps

mps

lump	limp	crimp	jumps	crimps
damp	jump	plump	camps	cramps
pump	camp	clump	bumps	tramps

If you bump your head or stump your tōe, do not cry. When Sī-mon Hicks feels in the dumps, hē hops and jumps and whacks a-way at the stumps in the wōods-lot.

Jōb fell ōv-er a stump and went plump in-to the swamp. Then hē had to jump live-ly to get out. When hē got hōme his sis-ter gāve him an apple dump-ling.

Ann Dix crimps her hâir bȳ an oil lamp. Hâir does not curl well on a damp day; the crimps come out very soon.

Ī slept in a damp bed; that gāve mē a cōld, and I had cramps next day. Then Ī had to tākē some hot gin-ger tēa.

LESSON 59.

st	sk	sc	sw	str	shr	thr
st e m	st ō ne		sw i ft	str i ct	shr u b	
sk i n	sc â re		sw e pt	str i ve	shr i ē k	
sk i p	sc a ld		sw e e t	str o ng	shr i ll	
sk i m	sc a lp		sw e a t	str a nd	thr e a d	
sk u ll	sc ō ld		sw u ng	str ō ke	thr i ve	
sw i m	sw e e p		sw i tch	str e e t	thr i ft	

Ben Ward wants to find a strong string to put round a pār-çel of bōōks. Hē starts to school this mōrn-ing, and says hē will strīve to stand at the head of his class. If hē had a strong strap with a buck-le to put round his bōōks, hē could skip a-long with-out fēar that his bōōks would fall a-pärt as hē went.

Now I am gō-ing to swing on the lawn. I like to gō swift-ly through the âir, and feel the rush of the wind on mȳ cheeks.

LESSON 60.

sm

sn

sp

spl

spr

scr

sm u t	sp i n	sp l i t	scr a p	sn a tch
sm a l l	sp o t	sp r i g	scr ā p e	scr i pt
Sm i th	sp u r	sp l i c e	scr u b	scr ē a m
sm a sh	sp e ll	sp r i ng	sm e ll	scr ee ch
sn a p	sp ou t	sp r ou t	sm ī le	scr a tch
sn a g	sp e nd	sp r e a d	sn â re	spl u rg e

Tom Green can split a cōrd of wōod.

Dō-rā Brown scrubs_z the flōor with sand.

Do_{oo} not scratch the slāte with a pin.

Scrāpe your feet when you cōme in-dōors_z.

When spring cōmes_z, the seeds_z sprout.

Then the lēaves_z un-fōld to the sun-shīne.

Laugh(f), if you plēase_z, but do not screām.

Nō-tice that script lett-ers_z all slant.

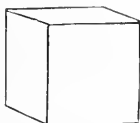
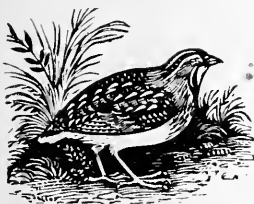
Do_{oo} not snap the whip at the dog; it will

make him snārl and growl at you.

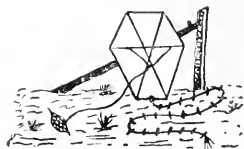
Cō-rā Wil-son slipped(t) in the slush.

LESSON 61.

Q q q=c=k c=q=k k=c=q 7



cūbe



kīte

q ū a i l = quail

q ū e l l = quel

q ū i l l = quil

q ū e e r = queer

q ū a c k = quak

q ū i c k = quik

q ū i z

q ū i t

q ū ī t e

s q ū ē a l = squēl

s q ū i n t = squint

s q ū a s h = squash

s q ū â r e = squâr

s q ū ē a k = squēk

s q ū e e z e = squeeze

A cūbe is squâr on all its sīdes. Can you count the sīdes of the cūb? This room is not qūto squâr. That kīte is not at all squâr. What shāp is a quail? Is it mōre of a round or squâr shāp? It is round, but not round like a ball.

LESSON 62.

ing	ing	ings _z	ings _z
tr̄y-ing	hēat-ing	ring-ing	fēast-ing
ask-ing	hōld-ing	fīnd-ing	bring-ing
fish-ing	wish-ing	bang-ing	stand-ing
play-ing	romp-ing	wiŋk-ing	thiŋk-ing
sing-ing	pump-ing	hush-ing	land-ings _z
mend-ing	grōw-ing	push-ing	meet-ings _z

Annā, what āre you dō-ing just now?

Ī am dō-ing two or three things_z. Ī am stand-ing on a stool, and dust-ing the bric-a-brac on the man-tel; and Ī was sing-ing when you be-gan talk-ing to mē.

When Ī have dōne dust-ing Ī am gō-ing to be-gin mend-ing mȳ dress. Ī was dānc-ing and romp-ing with Īdā yes-ter-day and caught the sleeve of it on a nail.

But Ī am thiŋk-ing you should bē off to school. Writē an ex-cūse? Nō, sir.

LESSON 63.

er = ur

er = ur

er = ur

ev-er	lett-er	pāst-er	shelt-er
ōv-er	fāst-er	pōst-er	nēith-er
nev-er	bett-er	broth-er	blund-er
clōv-er	help-er	weath-er	wheth-er
ēith-er	māst-er	helt-er-skelt-er	

Our cows_z feed on the sweet clōv-er.

It wās_z a bad blund-er to pāste the picture on the pāp-er wrong sīde up.

Nēith-er mȳ fāth-er nor moth-er nor broth-er nor sist-er uses tō-bacc-ō.

I nev-er can tell wheth-er mȳ un-clē mēans_z what hē sȳs_z. Hē is_z such a jōk-er.

When you_{oo} mail a lett-er dō_{oo} not fail to put a two_{oo} cent stamp on it.

The word "helt-er-skelt-er" mēans_z the sāmē_z "cāre-less." Things_z had bett-er not bē done in a helt-er-skelt-er mann-er.

LESSON 64.

zh

zh

zh

zh

zh

zh

rouge = roozh

meas-ūre = mezh-ūr

az-ūre = azh-ūr

treas-ūre = trezh-ūr

vis-ion = vizh-on

pleas-ūre = plezh-ūr

Rouge(zh) is a kind of fine, red paint. The sense of sight is called vis-ion(zh). That box has been a great treas-ūre(zh). I have much pleas-ūre(zh) in know-ing that it has been so use-ful to you.

M̄y fan is of an az-ūre(zh) hue. What do you mean by "az-ūre"? The word "az-ūre" means blue—the color of the sky.

What is wax made of? Wax is made by the little bees. The house in which the bees live is called a hive. They make the comb of wax, and fast-en it to the sides of the hive, and in the comb they put the sweet honey from the flow-ers.

LESSON 65.

The Busy Bee.

How well the little busy bee
Im-proves the shīn-ing hours,
And gath-ers honey every day
From all the ō-pen-ing flowers.

How skill-fully shē builds her cell;
How nēat shē spreads the wax,
And lā-bors hārd to stōre it well
With the sweet food shē mākes.

In works of lā-bor or of skill,
I wōuld bē busy too;
Rīse ere the sun has clīmbed the hill,
And work till fāl-ing dew.

In books, or work, or health-ful play,
Let mȳ first yēars bē past;
That I may reck-on every day
Mōre happy than the last.

The Sun.

The grēat round sun which wē see rīse in the ēast ev-ery mōrn-ing is what gives light and hēat. If there were nō sun wē could not live. Nō grās would grōw, nor any-thing else. Ev-ery thing would freeze; and then it would bē sō dārک, that, if wē could live, wē could not see at all.

The sun rīses in the ēast and sets in the west. Point to the ēast and the west.

Days of the Week.

Sun-day, Mon-day, Tūes-day, Wednes-day, Thurs-day, Frī-day, Sat-ur-day.

Months in the Yēar.

Jan-ū-ary	May	Sep-tem-ber
Feb-rū-ary	Jūne	Oc-tō-ber
Mārch	Jū-lŷ	Nō-vem-ber
Ā-pril	Au-gust	Dē-çem-ber

The Five Sens-es.

Wē can see things_z with our eȳes_z. Wē can hēar noīs-es_z with our ēars_z. Wē can smell ō-dors_{u z} with our nōs-es_{z z}, and tāste food with our tongues_z. Wē can touch, feel, and handle things_z with our hands_z. See-ing, hēar-ing, smell-ing, tāst-ing, feel-ing, āre called the five sens-es_z.

Hands and Feet.

Wē have fīve tōes_z on ēach fōot, and fōur fiñ-gers_z and a thumb on ēach hand. The hōrse has_z fōur feet, and sō has_z the dog and the cat and the mōuse. Birds_{u z} have but two_{oo} feet. Snākes and worms_{u z} have nēith-er hands_z nor feet. Fish-es_z, al-sō, have nēith-er hands_z nor feet, but they_{u z} have fins_z and a tail, and with thēs_z they āre ā-ble to swim very fāst.

Hens_z and Chick_s.

Ann has_z some hens_z and chick-ens_z. They live in a yärd. Ann comes_z there_a to feed them. Shē likes them all, but shē likes the little chicks best. They äre sō sôft, and sō fond of the ôld hen.

The hen that has_z nō chicks lays_z eggs_z for Ann,—nīce, new, white eggs_z. Some day this hen will have chicks too. Ann will put some straw in a box. Shē will give the hen some nīce eggs_z.

The hen will sit on the eggs_z and keep them warm for three weeks. Then there will bē chicks in the shells_z.

They will peck at the shell, and crȳ, “Peep, peep.” The hen will breāk the shell, and the sôft chicks will come out. The hen will bē glad. Ann will bē glad too. The hen will cluck, and Ann will laugh(f) to see the chicks run to her.

The Hop Song.

Let us sing a song. But first wē will sing the scāle to the eight long vow-els.

Count fōur bēats to ēach vow-el. Sing:

ē,—ā,—^{*}â_z,—ä,—^{*}ur,—a,—ō,—oo.

Now for the song. All ready? Be-gin.

Hop, hop, hop,

Gō and nev-er stop.

Where 'tis smooth or where 'tis stō-ny,

Trudge a-long, m̄y little pō-ny,

Gō and nev-er stop;

Hop, hop, hop, hop, hop.

Hey, hey, hey,

Gō a-long, I say.

Some-tīmes trot-t-ing, some-tīmes pāc-ing,

Some-tīmes walk-ing, some-tīmes rāc-ing,

Gō a-long, I say;

Hey, hey, hey, hey, hey.

* The *r* is added to secure the exact vowel tone ; *r* is not to be sounded.

ALPHABET OF LETTERS.

To be named, and repeated in order.

A	a	J	j	S	s
B	b	K	k	T	t
C	c	L	l	U	u
D	d	M	m	V	v
E	e	N	n	W	w
F	f	O	o	X	x
G	g	P	p	Y	y
H	h	Q	q	Z	z
I	i	R	r	&	&

I II III IV V VI VII VIII IX X

1 2 3 4 5 6 7 8 9 10

MODEL SCRIPT ALPHABET.

A a	J j	S s
B b	K k	T t
C c	L l	U u
D d	M m	V v
E e	N n	W w
F f	O o	X x
G g	P p	Y y
H h	Q q	Z z
I i	R r	

1 2 3 4 5 6 7 8 9 10

LESSON 66.

In monosyllables and syllables generally, “u” followed by “r” final, or “r” succeeded by a *consonant*, is lengthened in sound. The hair line on “r” denotes the lengthening.

fur	bur	turn	curd	surf	lurch
cur	burn	lurk	hurl	curl	nurse
pur	hurt	curb	turf	furze	purse
cur-ly	bur-den	cur-tain	pur-pose		
tur-tle	tur-key	sur-vive	sur-nāme		
tur-nip	pur-ple	fur-ther	sur-prize		

LESSON 67.

In monosyllables and accented as well as unaccented syllables, “e,” “i” and “y,” when succeeded by “r” followed by a *consonant*, sound much like “u” lengthened in tone. The hair line on “r” denotes this obscure sound combined with “r.”

her	bird	firm	serve	thirst
were	dirt	birth	clerk	thirsty
jerk	stir	mirth	learn	thir-ty
verb	girl	third	myrrh	thir-teen
per-mit	ser-pent	ker-nel	ser-mon	
per-son	nerv-ous	firm-ly	myr-tle	

LESSON 68.

“e” generally takes a sound nearly like “i,” in the first syllable of a word, when the second syllable is accented.

de-nỹ	be-gin	re-pent	se-dātē
de-lay	be-lōw	re-pōrt	se-vērē
de-sīre	be-hīnd	re-dūcē	se-rēnē
de-tain	be-long	re-tain	se-cūrē
de-prive	be-tray	re-spect	se-çēde

“gh” sounding as “f.”

laugh(f) = lāf	tough(f) = tuf	trough(f)
cough(f) = cōf	rough(f) = ruf	e-nough(f)

After the sounds of “k, s, f, p, ch, sh,” and “th,” all breath consonants, “d” sounds “t.” Crossing “d” indicates that it has the “t” sound.

dipped(t) = dipt	lock ^d (t) = lokt	kiss ^d (t)
laugh ^d (ft) = lāft	cough ^d (ft) = cōft	
wish ^d	bark ^d	jump ^d
miss ^d	clap ^d	bank ^d
bounc ^d	crush ^d	hitch ^d
		rough ^d (f)

LESSON 69.

“o” sounding as “u.”

somu = sumdonu = duncomu = cumtonu = tundovue = duvlovue = luvworkuwormuworduworthuworstuworsuəworlduglovueshovuəcovu-erhovu-erlovu-era-bovuelovu-lyothu-erworthuymothu-eran-othu-erbrothu-erlovu-ing

“e-e” or “ei,” followed by “r,” sounds “â”; “ei” or “ey,” *not* followed by “r,” sounds “ā.”

ere = âr

theyâreignâeighâththerâepreyâdeignâeighâtytheiârveinâeighâtweighâtwherâereinâseineâweighâtytherâ-företherâ-intherâ-atwherâ-förewherâ-onwherâ-everneighâ-borheirâ-essfreighât

LESSON 70.

After “r” and “ch,” ū, ue, and ew sound more like oo than ũ.

rūle	trūth	rūe	crew	strew
rūde	trūce	trūe	drew	threw
Rūth	frūit	brew	grew	screw

“o” representing the sound of “oo.”

do _{oo}	lose _{oo z}	whose _{oo z}	ca-no _{oo}	los-ing _{oo z}
who _{oo}	move _{oo}	prov _{oo}	prov-ed	mov-ing _{oo}
shoe _{oo}	whom _{oo}	un-do _{oo}	los-er _{oo z}	prov-ing _{oo}

“ph” always sounds as “f.”

Phil-ip = F'il-ip	al-pha-bet	tel-e-graph
phys-ic = fiz-ic	tel-e-phōne	pho-tō-graph

“i” used for “ē.”

po-lice(ē)	ben-zine(ē)	fa-tigue(ē)
ma-rine(ē)	mag-a-zine(ē)	pique(ē)

LESSON 71.

In any syllable after the first, “ti, si, zi, ci,” and “ce,” followed by a vowel and “n, l, r,” or “ous,” have the sound of “sh;” sometimes of “zh,” as:

ac-tion = ac-shun	ver-sion = ver-shun	spā-cious = spā-shus
pā-tient = pā-shent	brā-sier = brā-zher	spe-cial = spe-shal
pār-tial = pār-shal	grā-zier = grā-zher	ō-cean = ō-shun

“S” is the equivalent of “sh” in “sion” or “sure” when either syllable is preceded by a consonant; as, in “man-sion, cen-sure.” “S” is the equivalent of “zh” when “sion” or “sure” is preceded by a vowel; as, in “vi-sion, co-he-sion, mea-sure, ex-po-sure.”

“x” = “gz” is shown by a small “z” under “x.”

ex-act	ex-ert	ex-ult	ex-am-inē
_z	_z	_z	_z

Words very irregular.

sew(ō)	wom-en(i)	sōld-ier(j)
quay(ē)	sug-ar(sh)	colō-nel(r)
beau(ō)	sure(shoo)	re-gime(zhē)
roug(zh)	sure-ty(shoo)	añx-ious(sh)
chintz(s)	Xē-ni-à(Z)	nox-ious(ksh)
beaux(ōz)	Xerx-es _z (Z)	hall-e-lū-jah(y)

HINTS ON PHONIC TEACHING,

TO ASSIST THOSE UNUSED TO SPELLING BY SOUND.

IN using the Step-by-Step Primer, the *names* of letters are not to be called; but each character is taught as indicating a particular sound, which sound is to be made on sight of the letter. Any vowel letter, *unmarked*, denotes the "second," or short, sound of the vowel.

The word "vowel" means vocal, or voice. Vowels are *free, voice* sounds, made with the organs of speech more or less apart. Consonants are *touch* sounds, produced by some of the organs of speech—the lips, teeth, tongue, palate, and throat—being in contact or very near together. Some consonants are produced by expulsion of the *voice or tone* during or immediately after the touch, as V, D; and some by the expulsion of *the breath without tone*, as F, T.

LESSON 1. **c, a, t.** **c** as **k**.—Close the throat and expel the *breath*. Let the pupil place the forefinger over the uppermost cartilage of the windpipe, and feel the vibration as the sound of **c** is made. Repeat the sound many times.

a as in "at."—Mouth very wide open; sound cut *short*. Repeat **a**, and every new sound when it first occurs, *many times*, as shown at the head of each lesson.

t.—Bring tip of the tongue to hard palate, behind the teeth. Alternate the sounds of **a** and **t**, and show the different shape of the mouth in making them. Repeat **a-t** in quick succession, producing the syllable "at." Teach the letters representing the sounds of **a** and **t**, on the black-

board. When "at" is understood, prefix **c** to "at," making "cat." Then analyze into the elementary sounds, **c-a-t**. The sign = is used all through the Step-by-Step Primer to denote "equal to" or "the same as," and refers to sounds and their representatives.

Put the word "a" before "cat," giving it a short and somewhat indefinite sound, and have it said quickly with "cat." Prefix "a" to all nouns, as they come in the first few lessons. Never let "a" be said until the following word is understood, and can be said immediately after the "a." The hyphen denotes the close union. Teach "the" *without analyzing*, as ending with a short indefinite vowel, joined closely to the following word; but show position of the tongue for "th"—between the teeth.

Instruct the pupil to sound the letters in succession from left to right. It is just as natural for a child to begin at the right end of a row of letters as at the left. This is something to be definitely taught.

LESSON 2. **m**.—*Letter* composed of three lines or strokes. *Sound* made with the lips closed firmly; *voice* expelled through the nose. Pronounce **m**, then **a**, then **t**, distinctly apart at first; then closer, until the word "mat" is said. Prefix "a" making "a-mat;" then "the," then "my," each without analyzing, and followed quickly by the next word. Then teach "and" as a word; the teacher saying it herself until the child recognizes it.

LESSON 3. **s**.—Teeth close together, and tongue drawn fully back, but not far; *breath* forced between the teeth.

Children who lisp must be specially drilled—made to put the teeth together, draw the lips apart and keep the tongue

back while expelling the breath. This drill must often be continued for weeks. Practise on short sentences containing **s**, as, "Sally may sing a song," "Send Sam for the saw."

Divide the sounds in "sat" and "Sam" as in "eat" and "mat." Teach the word "on" like "the, my, and," without analyzing. Explain the use of the words "a" and "the;" as, "Bring me a book"—any book. "Bring me the book"—some special book.

LESSON 4. **p**.—Lips closed as for **m**, but a little *breath* forced through.

LESSON 5. **n**.—*Letter* made of two lines, or strokes. *Sound* made by open lips, drawn somewhat back, and tip of the tongue fixed to hard palate behind teeth; voice thrown upward through the nose.

LESSON 6. **f**.—Under lip placed just touching the upper teeth, and *breath* forced between.

LESSON 7. **d**.—Tongue touching hard palate as for **t**, but the *voice* uttered instead of the breath. The word "and" can now be analyzed.

Call attention to the difference in the shapes of **d** and **p**: **d**—stem up; **p**—stem down. Compare "sap" and "sad."

LESSON 8. **h**.—Mouth well opened, without special position, and the breath made audible. Prefix the sounds learned, to syllables beginning with "a."

LESSON 9. **i** as in "in."—Compare the shapes of **i** with **a**: **i** is slim—one short stroke with a dot over it. It has a slender and *short* sound, corresponding with its looks. The tongue is close to the roof of the mouth, almost touching, so that there is but a narrow space for the voice to pass

through. But it is a *free*, not a touch sound; therefore a *vowel*. Add **s** to words already learned ending in **t** and **p**.

LESSON 10. **e** as in "egg."—Requires more shaping of the mouth than **a** or **i**. The tongue is not so close to the roof of the mouth as in sounding **i**, nor is the mouth so wide open as for **a**. To produce a vowel sound exactly, say a short word, as "pet," distinctly; omit the "p," sounding "et;" then drop "t," leaving the vowel "e," which should be sounded by itself several times, cutting it short.

LESSON 11. **o** as in "on."—Open the mouth wide, as for **a**, but draw the tongue fully back and throw the voice upward instead of outward. The word "on" can now be analyzed.

Allow no lengthening or drawling on the sounds of **ä**, **ë**, **ï**, **ö**, **û**. Have them pronounced *staccato*.

LESSON 12. **l**.—Fix the tip of the tongue fast behind the upper teeth and force the voice over the sides.

LESSON 13. **g**.—Close the throat as for **c**, but use the *voice* to make the sound instead of the breath. Place the forefinger upon the upper cartilage of the windpipe to feel the vibration.

LESSON 14. **u** as in "us."—A simple emission of voice, sounded in the throat, without any shaping of the mouth; **u** is called the "natural vowel."

LESSON 15. **ī** as in "bite," and **ȳ** as in "by."—These letters are equivalents in sound; **ī** being used alone or at the beginning or middle of a word, and **ȳ** usually at the end. The sound is compound; the mouth being open when it is begun, as for **ä**, and then the tongue rising to the posi-

tion for **i**. Show that the tongue rises while the sound is being made, but do not attempt analysis of the sound with young children.

Illustrate the using two forms for the same sound by mentioning things which are called by the same name, but have different shapes; as, mats, chairs, desks, stoves. (All mats or chairs are not of the same shape.) Though there are two forms for the **i** sound, *neither denotes any other sound*. This illustration can be used in teaching the capital letters.

The word "my" can now be analyzed.

LESSON 16. **b**.—Mouth in position for **p**, but *voice* used instead of breath. Endeavor to get as much sound as possible *before* the lips are closed, and very little afterward.

LESSON 17. In the words "as, is, has, his," the true consonant sound is denoted by the small letter "z" below the large type **s**. In the same way the sound of "f" in "of" is expressed in Lesson 20. This plan is employed in the Primer to show the true sound, whenever it is practicable.

LESSON 18. Letters that have no sound at all are printed in hair-line type, and are not heard in analysis or pronunciation, though they appear in the print and script.

LESSON 19. **v**.—The *voice* sound of **f**; mouth in same position; upper teeth touching under lip.

u as in "put."—Bring the lips very near together, and draw the corners in slightly. Emit the voice quickly.

LESSON 20. **o** and **u** denote the same sound. Have the word "to" cut very short and said with the following word, as in teaching "a" and "the." Do not allow it to be pronounced separately.

LESSON 21. **r**.—Turn up the tip of the tongue till it nearly touches the roof of the mouth, and force the *voice* over the tip until it trembles.

It is a common fault of pronunciation to sound **r** very imperfectly, or not at all, when it occurs at or near the end of words. The vowels **u** or **ä** preceding **r** are substituted for, or made to include it. But **r** is never correctly pronounced unless the tip of the tongue is turned slightly up.

Drill daily on final **r**, and the words “or, nor, for, cur, curl,” etc. **r** lengthens the sound of a preceding short vowel. The fine line in the middle of the letter “r” indicates this lengthening.

LESSON 22. **j**.—Practice on **j** till a *deep voice* sound is heard. Drill on “judge;”—**j-u-j**.

LESSON 23. **w** as in “well.”—This is the same sound as **u**, but the lips are more compressed. The letter **w** is used mostly at the beginning of words and before a vowel.

LESSON 24. **th**.—Place the tip of the tongue between the teeth. An emission of breath will give the breath sound of **th** in “think.” An emission of tone will give the voice sound of **th** in “that.”

LESSON 25. **sh**.—Letters that are joined by a line denote a single sound, and the combination should be called by the name given in the Alphabet of Sounds, pages 6 and 7, when speaking the names of letters. This is, say “shee” and not **s h**, and speak of the “shee-sound.” Speak of “chee,” not of **c h**; of “thee,” not **t h**.

When **h** is a modifying character, changing the sound of **s** into that of **sh**, of **t** into **th**, of **c** into **ch**, a projecting

hair line nearly joins the **h** to the preceding letter which it modifies. **h** and **e** are the chief modifying letters.

LESSON 26. **k**.—This is another form of **c**. It is **c** with a line or prop at the back. The **c**-part is made angular, when the prop is prefixed. Explain the two forms thus to children, and give the illustration of an object sometimes having different forms, as was done in Lesson 15.

LESSON 27. **ē**.—The vowel letters which have the dash over them denote their first or *name* sounds; but, though they are easily pronounced, the teacher should see that there is a different shaping of the mouth for each, and endeavor to get a clear and precise articulation of **ē**, **ā**, **ō**. Also make the difference in both sound and length perceptible between **ā**, **a**; **ē**, **e**; **ī**, **i**; **ō**, **o**; **ū**, **u**.

LESSON 30. **y**, **i**.—The sound of **y** final, as in “any,” is identical with that of **i**. The sound of **y**, when initial, as in “yet,” is somewhat compressed on account of the vowel following; the tongue lightly touches the roof of the mouth. When **w** and **y** precede a vowel they represent consonant or touch sounds.

LESSON 32. **oo**.—Double-**o** is the regular phonetic representative of the vowel in “cool.” When used in place of **u**, as in “good,” **oo** has the mark of shortness placed over it—**ōō**.

LESSON 33. **ū**.—This sound is compounded of **i** and **oo**, uttered very quickly in succession; the **oo** being accented. Its usual equivalent is **ew**.

LESSON 34. **ee**.—Double-**e** is the regular equivalent of **ē** in “me,” and needs no marking. **ai** and **ay** may be con-

sidered regular equivalents of **ā**; therefore the **i** and **y** remain in bold type. The hair line on **a** shows the union.

LESSON 38. **n** sounds as **ng** before **k** and **g**.

LESSON 40. **oi** and **ou** are generally used at the beginning, and **oy** and **ow** at the end of words. These are regular representative digraphs; not equivalents.

LESSON 44. **ä**.—Attention will be needed to properly sound the **r** after **ä**. **ä** does not include **r**, which requires a turning up of the tongue; while pure **ä** is made with the mouth wide open while the tongue is flattened.

LESSON 46. **au** and **aw** may be considered the normal representatives of the vowel in "fault" and "saw," or as the equivalents of **a**. The hair line on **a** connects them.

LESSONS 45, 48, 49. The shade sounds, represented by **â**, **ô**, **â**, are given for teachers who desire a full vowel representation. Others can dispense with them. **â** as in "bare" occurs only before **r**, except when provincial, as in some southern States.

LESSON 51. **wh**.—Give **wh** as a whispered sound; no tone. It is regarded as the breath sound of **w**.

LESSON 62. Practise on words ending with "ing," to prevent or cure the error of saying "meetin," "go-in," etc.

Page 82. The lessons which follow are less for children than for adults. Besides their use in classifying difficult words, they show that provision is made in Pronouncing Print for all the vagaries of common spelling; bringing order out of chaos.

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